

Elena Sorochinskaya, Irina Chaltseva. Основные подходы к профессиональной подготовке социальных педагогов – специалистов по профилактике девиантного ...

ОСНОВНЫЕ ПОДХОДЫ К ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ СОЦИАЛЬНЫХ ПЕДАГОГОВ – СПЕЦИАЛИСТОВ ПО ПРОФИЛАКТИКЕ ДЕВИАНТНОГО ПОВЕДЕНИЯ ПОДРОСТКОВ

Key Approaches to Professional Training of Social Teachers – Experts in Prevention of Teenage Deviant Behavior

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Abstract. *The article is devoted to the problem of professional training of social teachers in the context of modern society. The authors prove the urgent need to change the content of training programs for social teachers, make alterations into methodological support and mechanisms of academic process organization. The authors share experience of social work aimed at prevention and correction of deviant behavior of children and teenagers of some regions of Russia. The paper covers the main approaches to organization of professional training of social teachers. The authors offer conceptual model of social-teachers preparation that enables to counter the challenges that Russian educational system has to face nowadays.*

Keywords: *deviant behavior of teenagers, professional training, social teacher.*

Introduction

In recent years we can witness expansion of forms and ways of deviant behavior of teens. Alcohol and drug abuse, chemical abuse, sexual immorality and bent on self-destruction are only few problems which may cause irreparable harm to individuals and society as a whole. The results of numerous national and foreign researches prove the fact that it is abnormality of family relationships (in relationships between children and parents or between spouses) which becomes the cause of deviant behavior of children. Majority of researchers share the opinion that behavior which deviates from moral, social and psychological standards accepted by certain society are more frequently revealed in children from problem families. Criminality and deviant behavior of juveniles (alcohol addiction, drug addiction, chemical abuse, prostitution, vagabondism, neglect and homelessness of juveniles) are closely interrelated and have common social causes.

At the end of the 1990-s, there was a discernible trend in Russia to create legal framework for family strengthening, to define the state family-and-population policy. In 1998 the Federal Act “About the main guarantees of children’s rights in the Russian Federation” was introduced. The Act states certain difficult circumstances for children in respect to which the State

undertakes to provide the necessary help and assistance which considerably improves the efficiency of prevention of child and family problems. In June 2012 “The National Strategy of actions in favor of children for 2012-2017” was adopted. The Strategy was aimed at providing comfortable and safe environment for life of every child in the country, the environment where a human being is the main asset, whose high level of development will provide increase of cultural level of the whole society.

As a result, a wide range of problems that demand close attention have arisen: providing parents and juveniles with work, providing higher living standards of the population, providing social protection of families having socially negative characteristics, development of cultural and sports establishments (free of charge). The primary target in this area is to create and improve the legal background for the purpose of strengthening the institution of the modern family, operation of subjects involved in the area of family relationships, as well as preparing experts in this area. In this connection, we find it relevant to analyze the state of affairs in social pedagogy in modern Russia and give an outline to the main directions in the sphere of preparing social experts proceeding from analysis of the current researches in the given sphere. As a result, we would like to offer the model of social pedagogues’ preparation which enables to counter modern challenges that the Russian system of education and deviant behavior prevention faces at present.

Background of preparing experts in social pedagogy in Russia

At the beginning of the 1990-s there was no expert in the area of social pedagogy and social work in Russia. During a long time period, traditional educational institutions, healthcare institutions, sports and cultural establishments, police, social welfare institutions shared the functions of social institutions (having very weak connection with each other). Theoretical analysis shows that social and pedagogical prevention of juvenile deviant behavior is a goal-oriented process of reestablishing child’s family relations, interpersonal communication and social ties. It can be based on engaging the child into the system of cultural, leisure, educative and pedagogical relations, as well as formation of the child’s positive experience (Bocharova, 2014).

There are several approaches to prevention of deviant behavior, including informational approach, socially oriented approach and biomedical approach. Acquisition of cultural behavior patterns that provide harmonious cooperation between a man and society is traditionally regarded as one of the aims of socialization. In this respect, we would like to mention two approaches to socialization.

1. *„Culture shock” as motivation for transforming a situation.* In accordance with this theory, a man communicating with a new culture

adjusts to the society through understanding and experiencing that culture.

2. *Project based on the theory of “culture shock”*. The project means a Russian teenager living in a foster family (for Europe it means long-term living of a teenager in the family of a social teacher in some European country).

Prevention of juvenile deviant behavior typically rendered in Russia can be divided into general and special prevention. General prevention stands for taking preventive measures aimed at prevention of deviant behavior; special prevention refers to the system of measures aimed at solution of a certain problem (tobacco prevention, alcohol abuse prevention, drug abuse prevention, suicide prevention).

One of the most important aspects is organization of a preventive situation – a system of social-and-pedagogic activity, which reveals human potential and aims at making a person familiar with sociocultural values and creation of subject space necessary for self-fulfillment and self-development (Raschetina & Ziuss, 2014).

Nowadays an extensive infrastructure of specialized social institutions for children and teenagers at their place of residence is created in Russia. The infrastructure includes centers for social assistance to family and children, social rehabilitation centers for juveniles, centers for psychological and pedagogical aid to juveniles, welfare centers. The areas of responsibilities of these institutions include overwhelming work with children and teenagers whose parents, due to different reasons and circumstances, cannot pay due regard to their education and control their leisure-time.

The Russian Federation has positive experience of implementing program-oriented and goal-oriented approaches to the system of prevention of juvenile deviant behavior (Republic of Bashkortostan, Krasnoyarsk and Perm Regions, Tomsk, Novgorod, Nizhny-Novgorod, Volgograd and Vologda Regions, St. Petersburg). For example, in Perm Region juveniles who got into trouble are actively supported not only until they come of age, but also until they are 23. In all regions of Perm Region rehabilitation technologies are being introduced into activity of preventive institutions. More than 190 school conciliation services, the work of which is aimed at conflict resolution at early stages of their occurrence, have been created in educational institutions of the area. The specialists working in social services and commissions for juvenile affairs and defense of their rights have been taught to employ rehabilitation technologies.

The municipal institutions of Arkhangelsk Region carry out organizational, methodological, corrective-and-developmental, advertising-and-educational preventive work with certain families. In St. Petersburg preventive activities are performed by the state institution State Abandonment and Drug Abuse Prevention Center “Contact” which collaborates with social organizations. As part of its activities, Centre organizes “Social Patrol” raids in the districts of St.

Petersburg. The main aims of these raids are to find neglected juveniles as well as juveniles and young people inclined to committing misconduct and crimes, ones being in trouble; admission of juveniles and young people for nurturing support service; carrying out research into social setting of juveniles and young people being in risk groups (Sorochinskaya, 2014).

The municipal program for revelation, medical treatment, and rehabilitation of alcohol addicts has been adopted in Penza Region. Municipal interdepartmental commissions for the work with problem families have been created, work effectiveness is monitored. Social councils for prevention of law violations operate in the area. Almost all teenagers who have a police record are appointed personal tutors who carry out permanent preventive work with persons under their care. The information source “Family Electronic Passport” has been created in Tyumen Region. This information source is a database containing information about dysfunctional families. “The Data Bank for families and juveniles being in a group of special attention” has been also created and successfully operates in interdepartmental collaborative work.

In order to solve similar problems of teenagers and young people with deviant behavior, the following regional long-term programs of special prevention are implemented in Rostov Region: “Complex drug abuse and drug trafficking countermeasures”, and “Law violation prevention in Rostov Region”. The scope of program measures include more than 300 additional educational programs aimed at development of tolerance, legal culture of the persons involved in the educational process and more than 600 additional educational programs aimed at promoting healthy lifestyle, prevention of harmful habits, illegal and addictive behavior are implemented in the educational institutions of the region.

An extensive infrastructure of institutions which enables to solve problems associated with assistance to families with children efficiently has been created in Rostov Region. 87 orphan asylums and boarding schools, 16 educational institutions for children who need psychological, pedagogical, health and social care (psychological-and-pedagogic and medical-and social support centers) operate within of the educational program.

A network of institutions for childhood states support has been created and successfully operates in the region. The network includes children’s houses, boarding schools, and centers of psychological-and-pedagogical aid, child care centers, social rehabilitation centers for juveniles, social shelters for children and teenagers, centers of social aid to families and children, rehabilitation centers for physically challenged children and teenagers. Municipal and regional commissions for juvenile affairs and defense of their rights are organized in the region (Sorochinskaya, 2014).

However, the imperfection of the system of re-socialization of juvenile criminals is still a problem for the society. Having served the sentence, they actually become left to their own devices and often return to a negative social

situation which had resulted in breach of law. The problem of employment of juvenile offenders who have served their sentences is a very acute one.

Activation of rehabilitation opportunities of social setting or environment that surrounds an individual is an important part of prevention work carried out in Russia. The purpose is for a child to get social support from organizations which are able to render assistance. Environmental approach is associated with explanation of the causes of people's behavior depending on their involvement in different social communities and forms of their interaction with social environment. In terms of environmental concept, deviant behavior prevention is regarded as the work with a child's life environment (nurturing environment in open society where an individual lives – S.T. Shatsky (Shatsky, 1980); in his/her family surrounding – L.S.Alekseyeva (Alekseyeva, 1979); work with teen-age and youth subcultures (informal groups) – I.P. Bashkatov (Bashkatov, 1985); complex approach to the formation of comfortable environment for children well-being – S.A. Belicheva (Belicheva, 1989); the theory of social control by Y.A. Kleyberg (Kleyberg, 2001)).

Prevention of juvenile deviant behavior within the person-centered field of studies is regarded as the work with a person, development of personal decision-making skills, ability to solve occurring problems, skills of solving communication problems and ability to behave in different situations, ability to resist group influence and solve conflict situations (Pavlenok & Rudneva, 2007; Kleyberg, 2001).

As for the measures for preventing destructive behavior patterns in child-and-youth environment, they are development and actualization of individual sources, formation of socially oriented compensatory mechanisms in children and teenagers, coping skills and self-adjustment.

Modern challenges of the system of social teachers' preparation and ways to counter them

Pecialized training in the field "Pedagogy and Psychology of Deviant Behavior" is well-reasoned by the existing contradictions in modern educational space of Russia. Analysis of the state of the institution of social teachers revealed essential contradictions typical for educational and social practice that occurred in recent years due to the State economic policy. They include the following contradictions between:

- increasing criminalization of the Russian society and lack of specialists professionally trained for social-and-pedagogic and social-and-psychological work with children and adults;
- the poor existing training system and the urgent need to update it in accordance with the requirements of the Federal State Educational Standard of the 3rd generation;

- existing experience of professional training and the need to implement competency-based approach and to define the key competencies complying with the requirements of European Standards;
- predominantly applied and practice-oriented nature of activity of a social pedagogue and existing predominance of theoretical preparation in this area.

Summing up the latest researches in this domain, modern educational system can be characterized as “disrupted”; suffering from dissociation of the content and organization of the activity of all participants of educational system at all levels and in different spheres of society; having different risks for socialization of children, teenagers, and young people; inefficient in terms of social-and-pedagogic partnership of the educational system with family, sociocultural, health-improving, social protection and other institutions of society and the State in providing safety for children and young people (Blackborn, 2004).

The heart matter of training specialists-social teachers for work with deviant individuals is the idea that this kind of specialist is, first of all, a knowledge conductor, an activator of family and personal inner forces. This idea presumes creation of self-support and formation of the stable system inside a personality and family supported by a social teacher, appealing to positive personal qualities and family features.

The functions of a modern social teacher include the following ones:

- social-and-pedagogical support of students;
- organization of social assistance for families and children, control, assistance to children and families under care, defense of their rights in court and interrogations prior to it;
- prevention of asocial behavior of juveniles, misconduct, prevention of administrative violations, work with children having intraschool records, having file in the Juveniles Affairs Department and Commission for Juveniles Affairs and Defense of their Rights;
- case-finding of families being in risk groups, providing them with comprehensive assistance (Pavlenok & Rudneva, 2007).

Hence, the following social-and-pedagogical technologies must become the main purpose of teaching social teachers: activation of family internal resources, reliance on active elements of the structure of personality and family, maintaining stability inside personality and family, attracting outer forces in situations of emergency which can lead to getting back to destructive behavior patterns and life strategies.

As for the mechanisms of achieving the above mentioned objectives, the following modern educational technologies may be applied: technology of personal development (competency-oriented) of educational process; technology of problem-solving teaching (topical lectures, practical trainings based on the case-study method), technologies of simulative training, technologies of project-

based teaching (research projects, creative project, informational projects), information-and-communication educational technologies (moderations, facilitations), technologies of learning in small groups (conversational classes), technologies of module-based academic process and rating-based evaluation (Kokorenko, 2014).

Taking into account all the above mentioned aspects of training social pedagogues, we would like to offer the model of progressive organization of academic process which is activity-and-module based. The training is supposed to follow the following principles:

- development of personal and professional orientation of the further specialist;
- learning means, methods and technologies of professional social-and-pedagogical activity;
- learning to use social-and-educational opportunities offered by different social institutions, including penal system establishments.

The functions and aspects of social education specified above set forth the need to introduce unique competences of a social teacher. They are as follows:

- competences in the sphere of social-and-pedagogical support of a man in different situations during his life;
- competences in the sphere of organization of social-and-pedagogical intercommunication with a person and a group in ontogenesis (children, young people, senior citizens);
- competences in the sphere of organization of social-and-pedagogical activities for adaptation of different types of families to their setting;
- competences in the sphere of diagnostics and use of opportunities offered by of different types of conditioned determined by life setting.

One of the most important conceptual points in the process of realization of the program is to organize personality-centered training in conditions close to natural social sphere, fostering cooperation in solving social-and-pedagogical problems. Let us dwell on them in detail:

1. Conceptual grounding of the competency-oriented model of a specialist that works in a fundamentally new social, economic, sociocultural and educational situation.
2. Making the professional model, universal and specialized competencies consistent with the European and Federal requirements.
3. Upgrading the curriculum, including increase in the number of practice-oriented disciplines.
4. Strengthening the interdisciplinary element in the content of the basic training of specialists in social pedagogy.
5. Extending of practice databases, taking into account social-and-pedagogical needs of the region and contingent, as well as possibilities of networking cooperation.

6. Development of an academic support package for training specialists of the certain profile.
7. Analysis and review of the content of the Final State Attestation including working out “social teacher’s portfolio” as an element of attestation, as well as preparation of a graduate qualification work ordered by employers (Mukhametzianova, 2004; Lebed, 2014).

Conclusion

Finally, to meet all the above mentioned challenges of modern social situation in Russia, preparation of social pedagogues is to be based on integrated elements of educational content. They are supposed to provide logically complete idea about activity of professional work of asocial teacher and comply with the integration of the content of academic and practical training approved by the Federal State Educational Standard in accordance with the introduced profession passports. These ideas should be used as teaching units, the content of which is represented in academic blocks and modules. In this approach to working out the content of training the following principles are of the highest priority:

- integration of common cultural and professional training, scheduled further training and retraining of social teachers during the whole period of their professional life;
- optimization of intraregional, inter-age relations in society;
- generating motivation for professional advancement of social teachers (including advancement in the network cooperation of the Southern Federal District of Russia). Higher educational institutions of the Southern Federal District and North Caucasus are potential partners within this network cooperation.

Resources for specialist degree program of specialty “Pedagogy and psychology of deviant behavior” are provided proceeding from the requirements to implementation of the main educational programs determined by the Federal State Educational Standard of Higher Education for a certain major. Implementation of the specialist degree program is provided by academic staff having basic education consistent with the profile of disciplines taught, who systematically carry on research and are actively involved in methodical work.

Specialists of the Ministry of General and Professional Education of Rostov Region, the executive staff of the Children’s Rights Ombudsman in Rostov Region, experts and employees of the institutions for childhood state support should be engaged into academic process for giving workshops, master classes and public lectures.

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